

AP US History 2005
Performance Assessment
Final Exam

Overview of this exam:

- This exam is a culmination of all of the work you have done in AP US History this year.
- Two weeks are designated specifically for you to work in and out of school on this exam. This time is for brainstorming (individual and group), meeting with group members (at least once a day) to discuss everyone's progress, writing in the journal, researching, annotating and planning the presentation.
- There are four parts to this exam: an exploration packet, an in class essay, a team journal and a group presentation. The first two parts of this are done individually and are worth, together, 50% of your grade. A group journal is kept each and every day of this exam and is worth 10% of each group member's grade. The group presentation is 40% of each group member's grade.

OBJECTIVES

- Fulfill individual academic potential.
- Develop critical and creative thinking skills to solve real world problems.
- Demonstrate an understanding of our American heritage.
- Develop competency in the use of information and technology.
- Formulate and express opinions supported by facts and data in effective presentations.
- Demonstrate effective reading, speaking, writing, and listening skills.
- Participate in collaborative and cooperative learning.
- Demonstrate self-discipline and personal responsibility for learning.
- Demonstrate a respect for individual abilities, diverse cultures, and world languages.
- Pursue areas of involvement to fulfill individual potential.

30% (AN INDIVIDUAL GRADE)

EXPLORATION PACKET

Definition: The exploration packet is a compilation of all of your research from your performance assessment item. This packet includes photocopies or typed notes of your research. You are graded on the following five categories: Content, Annotation, Sources, Works Consulted, and Organization.

- **CONTENT:** Content of references must include a WIDE variety of topics related to your item. It must demonstrate BOTH a depth and breadth of research around your item. Do not just research one specific aspect of your item.
- **ANNOTATION:** all references must include thoughtful interactions that include strong connections to course content and outside knowledge. Types of interaction may include MQCV, concept maps, split journals, graphic organizers, 1 word/picture summary.
- **SOURCES:** a variety of sources must be included in the Exploration Packet. Each source and reference must be of excellent quality. The best type of research includes finding a number of different types of sources. Some of the many different source types are:
 1. Books
 2. *Biographies in book form
 3. *Specialized biographies-- for example
 - American National Biography
 - Dictionary of American Biography
 - Notable American Women
 4. Proquest/microfilm/microfiche – for example:
 - Newspapers
 - Journals
 - Magazines
 5. Specialized reference books—for example:
 - American Decades
 - Encyclopedia of the Civil War
 6. Databases—for example:
 - Biographies Online
 - Slave Narratives Online
 - Historical Newspapers
 - Science Online
 7. General encyclopedia (only ONE allowed)
 8. Films/documentaries
 9. Interviews with relevant individuals
 10. Internet (.gov, .org, &.edu are best) – (only TWO allowed)
 - * no more than 2 biographies on any one individual
- **WORKS CONSULTED:** This must be your first page in your packet. It contains all references properly cited in alphabetical order, using correct MLA format.
- **ORGANIZATION:** All references are in the same order as the Works Consulted page. Each reference must also be labeled with its MLA citation and source type at the top of the first page of the reference.

AP Exploration Packet Rubric

Content 35%

A 100-90	B 89-80	C 79-70	D 69-60	F 59-0
<ul style="list-style-type: none"> - Must include major ideas in American history society and culture. - Explores multiple related topics - conspicuously shows initiative to learn and research beyond your “item” (research connects to your item – is not just about your item) 	<ul style="list-style-type: none"> - Explores some ideas in American history, society and culture. - Explores multiple related topics - Evidence of some initiative to research beyond your item 	<ul style="list-style-type: none"> - Explores some ideas in American history, society and culture. - Explores few related topics 	<ul style="list-style-type: none"> - Research is limited to just your item - Weak attempt to broaden research topics 	<ul style="list-style-type: none"> - Research is limited to just your item - No initiative to research quality content about your item or beyond your item

Annotation 30%

A 100-90	B 89-80	C 79-70	D 69-60	F 59-0
<ul style="list-style-type: none"> - All sources demonstrate thoughtful interaction and <u>consistently</u> shows evidence of learning and thinking. - Connections must be made to all course content and outside knowledge 	<ul style="list-style-type: none"> - <u>Most</u> interactions show evidence of learning and thinking -- Connections must be made to all course content and outside knowledge 	<ul style="list-style-type: none"> - <u>Some</u> interactions show evidence of connections to material learned in other sources - Some connections are made to some course content 	<ul style="list-style-type: none"> - <u>Weak</u> interactions with very little evidence of connections or thought - One or two sources are not annotated - Strong connections are lacking 	<ul style="list-style-type: none"> - Very poor effort displayed with interactions - very little evidence of connections or thought - sources are mainly highlighted or underlined - Three or more sources not annotated - Fails to make connections

Sources 20%

A 100-90	B 89-80	C 79-70	D 69-60	F 59-0
<ul style="list-style-type: none"> - at least 6+ sources and 15+ references were found - Excellent quality sources were found 	<ul style="list-style-type: none"> - at least 6+ sources and 12+ references were found - Good quality of sources were found 	<ul style="list-style-type: none"> - at least 5+ sources and 10+ references were found - Weak quality of sources – too many similar types of sources 	<ul style="list-style-type: none"> - at least 5+ sources and 9+ references were found - Source types do not justify 2 weeks of work 	<ul style="list-style-type: none"> - less than 5 types of sources - less than 9 references - Source types do not justify 2 weeks of work

Works Consulted 10%

A 100	C 75	F 59-0
<ul style="list-style-type: none"> - Works consulted done correctly 	<ul style="list-style-type: none"> - Works consulted has 2 mistakes 	<ul style="list-style-type: none"> - Works consulted passed in with 4 or more mistakes

Organizations 5%

A 100	C 75	F 59-0
<ul style="list-style-type: none"> - Beginning of each reference is labeled with MLA citation at the top with source type - All references are in order of Works Consulted 	<ul style="list-style-type: none"> - Some references are not labeled with author and source type - At least 2 references are out of order or are disorganized 	<ul style="list-style-type: none"> - References are not labeled - Packet may be missing references or are not in order

20% (AN INDIVIDUAL GRADE)

In-class ESSAY

Each team member will write an in-class timed essay in response to the Essential Question generated by the team. Your individual essay must demonstrate your careful research leading to your in-depth understanding of your item. Your essay will be graded for content, organization and style. Each essay must include a clear thesis statement.

Your essay need not connect with any other item in the bag. Instead, you will express those strong connections--your bag's *theme*--during your Team Presentation.

This end-of-year essay should reflect your very best work as a researcher and writer.

10% (A Group GRADE)

JOURNAL

- Each group will be given a journal. All entries must be hand written neatly in this journal.
- Each entry should include:
 - the date
 - members present and absent
 - each team member's
 - plans for the day
 - accomplishments of the day
 - homework for the night
 - homework completed the previous night
 - awareness of other member's progress & findings
- Each group can determine the person or people who will enter the above information into the journal each day. However, all team members must make **equal** contributions to the journal.
- Journal entries should be written in a clear and concise manner. However, they must also reflect good use of time **both in and out of class**.
- Journal entries should also reflect effective time management both short and long term.
- The **first day's entries** into this journal should be:
 - a list of items in your bag and the person responsible for each
 - a record of your brainstorming about each item
 - possible group connections between the items
- The importance of this journal is to communicate your progress to the teacher, but also is the only written record of a member's failure to work (see insurance policy).

40% (A Group GRADE)

PRESENTATION

Each group creates a 45-minute presentation. This is divided into three well planned and well organized parts: an introduction, an oral presentation, and a question & answer period.

- ***Introduction:***
 - Each member of the team should be introduced
 - Each item should be presented and identified to the audience. This would include reading an excerpt from a piece of literature and/or playing an excerpt of the music.
 - Group thesis should be written large and clear enough to be seen from a distance on the board or other visual
 - One team member should read the thesis to the audience
- ***Oral presentation (20 - 25 minutes)***
 - All group members must present, for relatively the same amount of time, their item & its connection to the thesis and other items within the group.
 - This presentation should be well planned. It should not be just a stating of the facts learned while researching. For example, it is more important to know the major contributions of a person than when & where they were born.
 - A strong visual component that meaningfully enhances the presentation content is required. Examples include: costumes, props, video clips, skits, PowerPoint, photocopied handouts/bulletins/flyers, and creative posters.
 - At all times, the very best presentation skills must be demonstrated. Each individual will be graded on all of the following: eye contact, voice projection, and body language throughout the entire presentation.
- ***Question & Answer period (20 minutes)***
 - This is a time for questions to be asked by everyone in the audience. This period helps the performers express additional knowledge of their topic, which may have not tied into the group thesis and thus was not mentioned during the presentation.
 - Audience members are required to take notes and create questions for each presentation. These notes will be randomly collected and graded throughout the week.
 - Questions will be asked in a respectful and serious manner.

INSURANCE

It is expected that all team members will work together. However, there may be occasional problems with a member's work ethic. In situations when one or more members consistently demonstrate a lack of responsibility, participation, and meeting of deadlines (set by both group members and teacher), the other members of the group can take the following measures:

- First, the group must talk about the situation and attempt to resolve it. All aspects of this situation must also be noted in the journal (no matter how embarrassing).
- Next, if the situation does not get resolved within the group, it must be brought to the attention of your teacher IMMEDIATELY. Measures will be taken by the teacher to attempt to correct the situation.
- If an individual does not follow the solution set up by the teacher, that individual will be pulled out of the group and will receive a zero for this portion of the final exam.

LAST MINUTE INSURANCE POLICIES WILL NOT BE GRANTED. ALL PROBLEMS MUST BE BROUGHT TO THE ATTENTION OF YOUR TEACHER WELL BEFORE THE PRESENTATION DATE.

AP US History

Timeline for Performance Assessment 2005

Friday & Monday	Timeline, directions, discuss work schedules, discuss group strengths and weaknesses
Wednesday, May 26	Performance Assessment Bags Distributed
Thursday, May 25	Due at beginning of class: one source MQCV'd on your item one completed spider web on your item In class: complete group spider web remain in B308
Friday, May 27	Day 2: Due at beginning of class: 2 references relating to your item with in-depth interaction
Tuesday, May 31	Day 1
Wednesday, June 1	Day 3
Thursday, June 2	In-class Exploration Check: at least 7 references from at least 2 sources with in-depth interaction
Friday, June 3	A one period group meeting in B308 to discuss EQ & presentation—group thesis due at end of period
Monday, June 6	Essential Question submitted and approved
Tuesday, June 7	Due at beginning of class Works Consulted Sheet for Exploration Packet with at least 10 references Group meeting to discuss presentation
Wednesday, June 8	Per 3- Group meeting (assemble packets, final review for essay) in B308
Thursday, June 9	Per 1- Group meeting (assemble packets, final review for essay) in B308 PERIOD 3 Exploration Packets Due; Timed In-class Essay
Friday, June 10	PERIOD 1 Exploration Packets Due; Timed In-class Essay
Wed, June 15	Presentation
Thurs, June 16	Presentation
Fri, June 17	Presentation
Mon, June 20	Presentation
During Exam Blocks	Presentation(s)

